

## St Benedict's C. of E. VA Junior School

Benedict Street, Glastonbury, Somerset, BA6 9EX

Tel: 01458 831811, Fax: 01458 832261

<http://stbenedictsjuniorschoolglastonbury.org/>

Email: sch.164@educ.somerset.gov.uk

Headteacher: Mr S. Gumm



**Dream, Believe, Achieve.**

### **BEHAVIOUR POLICY 2017**

“The single biggest issue facing the majority of schools and the largest obstacle to pupil progress is behaviour”.

David Bell  
HMI of schools - Ofsted Report 2002

#### **Introduction**

This policy is developed with the aim of complementing St John's Infant School's behaviour policy.

Children learn best when they feel happy, secure, confident and valued and so to encourage this, our behaviour policy needs to address any instances of poor behaviour in our school. It needs to clearly lay down what we have in place to both reward good behaviour and modify negative behaviour.

#### **Interested parties in our Behaviour Policy:**

- **The Children**  
What the children need is an uncomplicated policy that works for them because it is fair and makes clear what is expected of them and what they will receive in return.
- **Our Parents and Carers**  
Our Parents and Carers need a policy that is easy to understand, that makes clear what is expected of them. It must have sufficient communication to enable Parents and Carers to become involved and informed so they can take their part in reinforcing positive behaviour and discouraging poor behaviour.
- **Our Governors**  
Our governors need a policy that is uncomplicated with discernible points of intervention & the process of planned referrals to specialist services e.g. behaviour support, psychologist.
- **Our Staff**  
All our staff, both teaching and non-teaching, need a policy that is easy to understand, easy to implement and is seen to work in practice on a day to day basis and the long term.  
The end result being that the teachers in school are free to teach and the children learn in an unimpeded way.

#### **Rationale Underlying Our Policy**

Our behaviour policy must be seen to value and encourage positive, acceptable behaviour. The philosophy is summarised best by the term “make the correct choice”. This is the term that is used to put the onus on the children to recognise that they are responsible for their own behaviour. The major influence must always be to value positive behaviour, to value groups, classes or individuals who exhibit positive behaviour and make clear how this is rewarded and valued, as an example for other children to aspire to.

## **Encouraging Positive Behaviour**

The term 'positive' behaviour is a term that means acceptable behaviour that adds to our school and makes it a welcoming, happy environment where all children are valued and learning takes place unimpeded by unacceptable behaviour. Positive behaviour is behaviour that is recognised, valued and rewarded by all the adults in the school. Rewards may take the form of a verbal comment e.g. "Well done", "Thank you very much". It must be part of the fabric of our school that all adults value.

## **More Formal Rewards – House Points**

A child may be given house points to add to their team's total. These are collected and each of the four houses is seen to be competing for getting the most points thus proving their commitment to positive behaviour and team working.

## **Learning Star Charts**

The children collect "stars" that are then the basis for rewards. These are displayed in the class on House Badges (Alfred, Arthur, Dunstan and Whiting.) Each child belongs to a House and has 3 badges (Bronze- 20 stars, Silver- 40 stars and Gold- 60 stars). When each House Badge is full the individual child receives a Bronze, Silver or Gold certificate as appropriate. Children awarded a Gold Certificate also receive a WH Smith token.

## **Certificates**

Individual children may also be selected to receive certificates in our Friday Celebration Collective Worship'. This is a potent symbol of encouragement to reinforce positive behaviour when children have made the right behaviour choice. Headteacher Certificates are awarded and these are specifically chosen to reward children who are viewed as fully supporting the ethos and expectations of the school. Children receiving these will be invited to attend the Headteacher's Party that is held on the last day of every half term.

## **Stickers**

Stickers may be given by any member of staff to encourage/reward positive learning behaviour.

## **Sanctions**

A range of sanctions will be used when appropriate. These will be applied when needed depending on the severity and frequency of a child not making the 'right choice'. In order of severity these may be:

- Loss of all/part of break time / lunchtime.
- Teacher speaks to child and parent/Headteacher speaks to child.
- Headteacher speaks or writes to parent and a copy kept.
- Short/long term 'time-out' strategy adopted.
- Internal supervised exclusion.
- Fixed term exclusion indicated by letter or phone call, or both.
- Permanent exclusion.

Unacceptable behaviour may include:

- Rudeness to another pupil or staff member.
- Attention seeking, disturbing the learning of others.
- Defiant behaviour.
- Attempted violence to a pupil or member of staff.
- Violence to a pupil or member of staff.
- Destruction of property.
- Injury to a member of the school with intent to hurt.
- Verbal abuse.
- Vindictive behaviour.
- Negative attitude to what is expected.
- Intentionally removing other pupils' property.

A child may be given any sanction at any time depending on the severity of the incident.

For example, if an incident is particularly violent or unacceptable a fixed term or permanent exclusion may be given in the first instance.

Dates of incidents should be kept as a log. Incidents will be shown to the Headteacher who also keeps a note of the incident.

### **Traffic Lights Behaviour System**

There is a traffic lights behaviour system in all classes. All children will start on gold and can receive up to 3 warnings in a day which would result in a red card. The 1<sup>st</sup> warning is a move onto the green traffic light, the 2<sup>nd</sup> warning is a move onto the amber traffic light and the 3<sup>rd</sup> warning is a move onto the red traffic light.

When a child is on red they are escorted to a different class for 'time out' usually for 10 minutes. They are then sent to the Headteacher or the Deputy Headteacher for a discussion and their names are recorded in the school's behaviour folder.

A red card automatically results in a child missing their next play time. The child would be escorted to the Beehive and would then complete a 'think again' sheet and may need to take part in a conflict resolution discussion in which all parties are present. This would usually be overseen by the Head teacher, Deputy Headteacher or the Learning Mentors. Think Again sheets are then collected in by an adult and passed on to the Headteacher. It is important that all conflicts are resolved and that the children apologise to adults and their peers when appropriate.

If a child misbehaves and is on the red traffic light before break time they will miss morning break or their lunch break and will go back to green after missing their break time.

Behaviours that result in a move up the traffic lights include:

- Calling out
- Rudeness
- Refusing to complete work
- Not looking after equipment appropriately

However, when a child makes a more serious behaviour transgression, such as fighting or extreme rudeness they would be moved straight on to the red traffic light.

At lunch times the lunch time supervisors should inform class teachers of small disputes and transgressions and the Deputy or Headteacher of more serious transgressions, which may well result in a red card.

When a child has received 3 red cards Parents and Carers are automatically invited into school for a meeting to discuss behaviour.

### **Peer Supporters**

There are up to 20 Year 6 Peer Supporters who are available to the whole school. These supporters have been taught how to help other children 'get on' more effectively with each other. They also aim to resolve simple issues that occur.

### **Restorative Justice**

All the staff have received restorative justice training. It is used effectively when needed and the children speak well of its impact. An information sign is displayed on the Year 3 block wall in the playground for the children to refer to should the need arise, this is located in the playground at a low level so it can be read by the children.

The concept of restorative justice is reinforced and examples of it used to produce a good result are commented upon. This happens regularly in collective worship.

### **Team Teach**

Throughout Somerset County Council schools, Team Teach is the agreed approach in responding to challenging behaviour. At St. Benedict's the staff are trained in Team Teach positive handling strategies, through a whole school holistic approach, with a firm commitment to reducing restraint and risk. Team Teach uses a range of gradual and graded responses to reduce the probability of challenging behaviour escalating towards violence, with the emphasis on prevention through environmental management, de-fusion and de-escalation.

Staff only intervene physically, or restrain children to prevent injury to a child/adult, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

### **Management of Challenging Behaviours**

The planned management of all behaviours is important but particularly so with 'Challenging Behaviour'. These behaviours are seen as those that:-

- Involve possible injury to self or others;
- Prevent learning in self or others;
- Are anti-social;
- Involve significant damage to property.

At St. Benedict's we will manage incidents of unsocial/challenging behaviour, and work towards lessening their frequency, in a way that avoids needless conflict (i.e. non-confrontational). This approach emphasises the importance of non-physical interventions in achieving a successful outcome to an incident. It utilises the LA adopted scheme for behaviour management (Team Teach) and may include some restraint as a last resort. However, restraints must never be used as a punishment and / or to humiliate. The dignity of a child must always be considered.

As soon as a member of staff has decided to physically intervene then he/she should:

- ⤴ Summon a second adult if possible. (This is because a second member of staff may be able to reduce risk, and also there would be a witness if allegations of assault were made by a young person.)
- ⤴ Employ the minimum force necessary for the minimum period.
- ⤴ Keep his/her temper under control.
- ⤴ Ensure that there is a record of the incident kept in the school incident book with a signature and date. Verbal feedback should always be given to the Headteacher or Deputy Headteacher.

### **The Role of the Learning Mentors**

The Learning Mentors provide a complementary service to existing teachers and support staff in school, addressing the needs of children who need help to overcome barriers to learning, in order to achieve their full potential.

#### **Their principal responsibilities are:**

To work with children who demonstrate –

- poor behaviour compared to their peers
- failing motivation and/or confidence
- difficulty in concentrating and being focused
- difficulty in relationships with their peers or adults
- issues related to home e.g. bereavement, family break up
- anger management issues.

To support children by –

- developing appropriate mentoring relationships to engage children, in order to encourage improvement in their behaviour and progress in their learning.
- challenging and motivating children in order to promote and reinforce self-esteem
- assisting children to make a successful transfer, at Key Stages in their learning e.g. transferring from Infants to Juniors.

To support staff by –

- assisting in the implementation of appropriate behaviour management strategies
- supporting disruptive children in/outside the classroom, to ensure the learning of other pupils can continue.
- monitoring the educational and emotional progress of children, with a behavioural difficulty, more effectively.
- providing a small, calm, safe environment for calming down and working.
- integrating children back into the class environment.

## **The Role of the Class Teacher**

It is the responsibility of the class teacher to maintain a happy, safe, classroom environment and to model and reward good behaviour.

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children are caring, respect others, listen attentively and take turns appropriately.

The class teacher treats each child fairly and promotes high expectations of behaviour consistently. The teacher treats all the children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with the incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the SENCO or Headteacher.

The SENCO liaises with external agencies, as necessary, to support and guide the progress of each child. The SENCO may for example discuss the needs of a child with behaviour support services or an educational psychologist.

The class teacher reports to the Parents and Carers about the progress of each child in their class, in line with the whole school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of the child.

## **The Role of the Headteacher**

It is the responsibility of the Headteacher, under the School standards, and framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to the Governors, when requested on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure health, safety and welfare of all children in the school.

The Headteacher supports staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour.

The Headteacher has the responsibility of giving fixed term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. The latter of these actions is only taken after the school governors have been notified.

## **The Role of the Parents and Carers**

The school attempts to work collaboratively with Parents and Carers, so children receive consistent messages about how to behave at home and at school.

We explain the school rules in the prospectus and we expect Parents and Carers to read and support them. All Parents and Carers are asked to sign a home/school agreement.

We expect Parents and Carers to support their child's learning, and to co-operate with the school, as set out in the home/school agreement. We try to build a supportive dialogue between home and the school, and we inform Parents and Carers immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, Parents and Carers should support the actions of the school. If Parents and Carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. Parents and Carers may also wish to contact the school governors to complain formally. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## **The Role of the Governors**

The Governing Board has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day to day authority to implement the School Behaviour and Discipline policy, but the governors may give advice to the Headteacher about a particular disciplinary issue. The Headteacher must take this into account when making decisions about the matters of behaviour.

## **Fixed Term and Permanent Exclusions**

Exclusion is a sanction used by the school only in cases deemed as serious breaches of the School Behaviour Code. A pupil may be at risk of exclusion from school if, for example, they commit: -

- Serious verbal or physical assault of a pupil or adult
- Persistent and repetitive disruption of learning
- Extreme misbehaviour which is deemed outside the remit of the normal range of sanctions

Only the Headteacher (or the Acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. If the Headteacher excludes a pupil, he informs the Parents and Carers immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the Parents and Carers that they can, if they wish, appeal against the decision to the Governing Board. The school informs the Parents and Carers how to make any such appeal.

If there are more than 15 Fixed Term Exclusions in any 1 term, an Exclusion Panel (consisting of 3 governors) is automatically triggered, even if parents have not made any representation.

Pupils returning from a Fixed Term Exclusion

- All pupils returning from a Fixed Term Exclusion are required to attend a reintegration meeting, accompanied by a parent/carer. This meeting will seek to establish practical ways in which further exclusion can be avoided and behaviour modified to acceptable standards in partnership with pupil, parent/carer and school.
- In some incidents, on the return from a Fixed Term Exclusion the pupil and their parent/carer may be asked to attend a further meeting so that a controlled, phased reintegration of the pupil can take place.

## **Permanent Exclusions**

The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed term exclusion into a permanent exclusion, if the circumstances warrant this.

The Headteacher informs the LA and notifies the governing body about a consideration of any permanent exclusion, and about any fixed term exclusions beyond five days in any one term.

The Governing Board itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

The Governing Board has an exclusion panel that is made up of between three and five members.

When the exclusion panel meets to consider a permanent exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by the Headteacher, Parents and Carers and the LA, and consider whether the pupil should be reinstated or the request for permanent exclusion be upheld.

If the governors' exclusion panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

All exclusions must be fully documented and recorded. No child can be sent home unless they are deemed to have been excluded.

### **Monitoring**

The Headteacher and SENCO monitor the effectiveness of this policy on a regular basis. The Headteacher also reports to the governing body on the effectiveness of the policy and, if necessary, makes the recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher or teaching assistant records minor classroom incidents. The Headteacher records those incidents where a child is sent to him on account of bad behaviour. We also keep a record of any incidents that occur at break or lunch time.

The Headteacher keeps a record of any pupil who is suspended for a fixed term, or who is permanently excluded.

It is the responsibility of the Governing Board to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

### **Review**

The Governing Board reviews this policy every two years. The governors may, however review the policy earlier than this, if the government introduces new regulations, or if the Governing Board receives recommendations on how the policy might be improved.

**Signed: Mellie Leggett- Chair of Governors**

**Date: 11<sup>th</sup> July 2017**

**Review Date: July 2018**